



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: P.S. / I.S. 187 HUDSON CLIFFS SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 06M187

PRINCIPAL: MS. CYNTHIA CHORY

EMAIL: CCHORY@SCHOOLS.NYC.GOV

SUPERINTENDENT: MS. ELSA NUNEZ

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Cynthia Chory	*Principal or Designee	
Dawn Powell	*UFT Chapter Leader or Designee	
Denny Kelk	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
N/A	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Viki Manolas	Member/Teacher	
Ileana Estrada	Member/Teacher	
Michael Palmieri	Member/Teacher	
Jan Hirsch	Member/Teacher	
Tory Frye	Member/Parent	
Susan Seitner	Member/Parent	
Elena Deutsch	Member/Parent	
Farzana Kapadia	Member/Parent	
Ana Hernandez	Member/Parent	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

By June 2012, 100% of the teachers will receive professional development to better support increased learning. Teachers and teams and departments will continue to draft curriculum units aligned to the CCSS. Teachers will plan necessary scaffolding for special populations and subgroups.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

For the 2010-11 academic year needs assessment, we analyzed data from several sources including the School Quality Review (SQR), School Report Card (SRC), 2009-2010 New York State Testing (ELA, Math and Science), and DOE-administered Learning Environment Survey (LES).

The School Quality Review (SQR) noted the many strengths of 187, including that it is a clean, safe and orderly environment, conducive to teaching and learning. Other strengths included the school making strategic organizational decisions to support teaching and learning, school-wide math and writing rubrics aligned to the Common Core State Standards, and the analysis of a range of data in order to identify trends to inform instructional decisions.

The SQR identified the need to increase academic rigor at 187, particularly considering the new Core Curriculum state standards. The review noted several weaknesses, including the lack of evidence of higher order thinking skills and analytical and evaluative thought processes. As well, the review noted the need for more effective use of DI strategies to both support and challenge our students. The need to analyze teacher-team developed, standards-aligned assessments was also identified. Other data analysis weaknesses were identified, including continued analysis of performance and goal attainment.

According to 2010-11 ELA results reported on nySTART, the # of students tested in each subgroup, and the percentage attaining a proficiency level of 3 or above are as follows:

2011 NYS ELA Exam

Aggregate Performance

Level 3 and Above | Level 2 and Above

Subgroup	All Grades	
	# Tested	%L3+
All Students		
School	499	52%
Disability Status		
General Education	427	58%
Students with Disabilities	72	14%
Ethnicity		
American Indian or Alaska Native	5	80%
Asian or Pacific Islander	23	70%
Black or African American	15	33%
Hispanic or Latino	310	40%
Multiracial	2	100%
White	144	75%
Gender		
Female	263	58%
Male	236	44%
English Proficiency		
English Proficient	452	56%
Limited English Proficient	47	6%
Economic Status		
Economically Disadvantaged	499	52%

2011 NYS MATH Exam

Aggregate Performance

Level 3 and Above | Level 2 and Above

Subgroup	All Grades	
	# Tested	%L3+
All Students		
School	505	72%
Disability Status		
General Education	433	79%
Students with Disabilities	72	32%
Ethnicity		
American Indian or Alaska Native	5	100%
Asian or Pacific Islander	25	84%
Black or African American	15	73%
Hispanic or Latino	313	64%
Multiracial	2	100%
White	145	87%
Gender		
Female	267	73%
Male	238	71%
English Proficiency		
English Proficient	452	76%
Limited English Proficient	53	42%
Economic Status		
Economically Disadvantaged	505	72%

An analysis of the above data reveals that our lowest performing groups in ELA are Students with Disabilities (14% proficient on ELA), and Limited English Proficient (6% proficient on ELA). While these groups fare better in Math – Students with Disabilities (32% proficient on MATH) and Limited English Proficient (42% proficient on MATH), they continue to perform much lower than other groups.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - strategies/activities that encompass the needs of identified student subgroups,
 - staff and other resources used to implement these strategies/activities,
 - steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

d) timeline for implementation.

The professional development team, comprised of teachers and administrators, met during professional development meetings in May and June to set goals for this year, one of which was to improve critical thinking and differentiation of instruction to meet the needs of our various sub-groups, including English Language Learners and Students with Disabilities. It was decided that professional development was needed. *AUSSIE* professional developers were interviewed and selected to work with the staff (September). The focus is curriculum mapping, examining students work through the lens of CCSS and developing performance-based assessments. The ELA AUSSIE professional development began in September and is twice a month until January. The Math professional development from the AUSSIEs began in October and is one day a week for eight weeks. A group of teachers from a variety of grade levels and disciplines participated in Network professional development workshops in *Hess' Depth of Knowledge (DoK)*, Universal Design for Learning and curriculum mapping (these began in August, 2011 and are being offered on an on-going basis).

Another way we are addressing rigor is through study of a shared, complex text. In May of 2011, representative 3rd and 4th grade teachers went to a professional development offering that examined how to promote critical thinking skills through shared inquiry discussion. After lead teachers met with the provider for *Junior Great Books*, they presented administration with their findings. At this point, the grant to improve Literacy instruction in the Elementary School procured from the Cornell Family Foundation was earmarked for *Junior Great Books* professional development and materials. Teachers received the initial two-day *Shared Inquiry* training in early September before school opened. The *Junior Great Books* consultant is conducting the onsite portion of the training on separate full-day visits in October, November, December, and January of this academic year.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - Parent orientation sessions (which disseminate information about the curriculum and CCSS) are offered in each classroom in September.
 - Parent/Teacher conferences (planned and ad-hoc) provide a way for teachers and parents to engage in a dialogue about student progress pertaining to this goal.
 - In order to create a Home-School connection, the Parent Bulletin (issued monthly) provides parents with tips on helping their child at home.
 - Parent workshops are offered by the school on the curriculum and the CCSS and its application to the students' work.
 - The School and PTA website is updated with pertinent curricular information.
 - Parents are invited to school events throughout the year to share work and celebrate student learning and accomplishments.
 - Morning coffee with Principal Chory is held on a monthly basis – a place where parents may ask questions and express their thoughts and concerns about how we are meeting this particular goal.
 - All progress made toward this goal is shared with the School Leadership Team (SLT) which includes leaders in our parent

community.

- In collaboration with our CFN Network, we showcase our students' progress with other schools in our network twice annually.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

P.S./I.S. 187 engages in the selection of highly qualified staff. The teachers and administration form a hiring committee in early May and interview for intended vacancies which allows us the opportunity to find highly qualified teachers. Whenever possible, experienced candidates with Master's Degrees are selected. In order to encourage professional growth, the school regularly conducts ongoing staff development sessions to nurture their professional growth and increase teacher retention.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Professional development will assist in our growth in critical thinking and differentiation to meet the needs of our subgroups. We have scheduled the Professional Development providers on days where there are Common Planning Periods to facilitate the timing and scheduling. Each provider will have a different teacher as the point of contact with the follow-up, to take place at the beginning and end of the day with either the principal or A.P. Ms. Burns coordinates the "Junior Great Books" provider that works with grades 3 and 4. Ms. Manolas coordinates the schedule for Ms. Olivia Atanasovska, the AUSSIE literacy provider, for grades 5-8 and K -2. Ms. Daskaris coordinates the schedule for the AUSSIE Math provider, Mr. Ross Linegar. Each teacher has assisted these providers in setting up lab sites, scheduling their visits, and conducting team meetings.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

The Parents' Association provided \$20,000 for professional development, as well as a grant from the "Cornell Family Foundation", for Junior Great Books.

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

By September of 2011, 100% of the teachers will utilize CCSS writing rubrics to assess student work. By December 2011, 100% of the teachers will assess student work collaboratively using these rubrics. By June 2012, a team of teachers will revise these rubrics, as needed, for use in the next academic year.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

For the 2010-11 academic year needs assessment, we analyzed data from several sources including the School Quality Review (SQR), School Report Card (SRC), English Language Arts (ELA), 2009-2010 Math and Science state tests, DOE-administered school learning environment (LES) survey and school-specific survey of parents.

On the 2011 ELA tests, 51% of all of our students met or exceeded standards. The highest proportions of students who met or exceeded standards in ELA were in third through fifth grades (between 60 and 62%) with these proportions dropping in grades 6 and 7 (between 48 and 49%) and 8th grade (31%). Large disparities in performance by race/ethnicity exist across all grades, with between 70 and 100% of these students white, Asian and Native American/Alaskan Natives meeting or exceeding standards, as compared with only 40 to 47% of Latino/a students.

In 2010, on the ELA tests, just over half (53%) of all of our students met or exceeded standards.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

In September of 2011, all teachers will examine the CCSS- aligned writing rubrics during common planning. Teacher teams are provided time during common planning once a week, grade conferences once a month, faculty conferences once a month, and professional development half days (6 times a year) to work collaboratively to review and assess student writing pieces using the CCSS-aligned rubrics. This collaborative effort will provide teachers with a forum in which they may bring up questions for discussion, resolve issues, compare notes, etc. Teachers will assess student writing pieces using these tools throughout the 2011-2012 school year. The resulting data will be collected and analyzed by class, by grade, and school-wide in order to gauge student progress in writing and to inform instruction. In June 2012, a team of teachers will revise the rubrics, as needed, based on their collective experiences.

Strategies to increase parental involvement

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - Parent orientation sessions (which disseminate information about the curriculum and CCSS) are offered in each classroom in September.
 - Parent/Teacher conferences (planned and ad-hoc) provide a way for teachers and parents to engage in a dialogue about student progress pertaining to this goal.
 - In order to create a Home-School connection, the Parent Bulletin (issued monthly) provides parents with tips on helping their child at home.
 - Parent workshops are offered by the school on the curriculum and the CCSS and its application to the students’ work.
 - The School and PTA website is updated with pertinent curricular information.
 - Parents are invited to school events throughout the year to share work and celebrate student learning and accomplishments.
 - Morning coffee with Principal Chory is held on a monthly basis – a place where parents may ask questions and express their thoughts and concerns about how we are meeting this particular goal.
 - All progress made toward this goal is shared with the School Leadership Team (SLT) which includes leaders in our parent community.
 - In collaboration with our CFN Network, we showcase our students’ progress with other schools in our network twice annually.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

P.S./I.S. 187 engages in the selection of highly qualified staff. The teachers and administration form a hiring committee in early May and interview for intended vacancies which allows us the opportunity to find highly qualified teachers. Whenever possible, experienced candidates with Master’s Degrees are selected. In order to encourage professional growth, the school regularly conducts ongoing staff development sessions to nurture their professional growth and increase teacher retention.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Last year, the CEP template included a table, which we completed as follows:

Program Name	Fund Source <i>(i.e., Federal, State, or</i>	<i>Amount Contributed to Schoolwide Pool (Refer to</i>
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	<i>Local)</i>	<i>Galaxy for school allocation amounts)</i>
Title I, Part A (Basic)	Federal	\$460,299
Title I, Part A (ARRA)	Federal	\$1,805
Title II	Federal	\$151,696
Title III	Federal	\$11,200
IDEA	Federal	\$5,507
C4E	Federal	\$88,487
Tax Levy (FSF)	State	\$3,477,344

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

School Wide Programs, Fair Student funding is being used to provide common planning periods for teachers to review student work together as well as work on develop consistent, rigorous task. These funds also provided money for substitutes for intervisitation. 98% of Title I SWP was spent on teacher's salary. 100% of Title IIA Supplemental was spent on teacher salary. 32% of CFN was spent on teacher salary. 89% FSF funding was spent on teacher salary.

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

By June of 2012, 100% of Grade 3-8 students will complete five writing pieces in which they cite data and/or evidence to support their stated thesis. Students will demonstrate a 25% growth in writing as evidenced by the growth from their first piece using the CCSS-aligned rubric.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

GRADES 3-5

ELEMENTARY SCHOOL Standards, Skills or Strands Data Matrices			
English Language Arts			
Percent Students Meets/Exceeds			
Skills, Knowledge, Concepts Analysis Data for ENGLISH LANGUAGE ARTS in Grade 3			
Year	Writing, Listening, & Speaking for Information & Understanding	Reading, Writing, Listening & Speaking for Literary Response & Expression	Reading, Writing, Listening & Speaking for Critical Analysis & Evaluation
09-10	80	79	72
08-09	86	87	87
07-08	86	83	84
Skills, Knowledge, Concepts Analysis Data for ENGLISH LANGUAGE ARTS in Grade 4			
Year	Writing, Listening, & Speaking for Information & Understanding	Reading, Writing, Listening & Speaking for Literary Response & Expression	Reading, Writing, Listening & Speaking for Critical Analysis & Evaluation
09-10	73	75	n/a
08-09	76	85	79
07-08	77	73	78
Skills, Knowledge, Concepts Analysis Data for ENGLISH LANGUAGE ARTS in Grade 5			
Year	Writing, Listening, & Speaking for Information & Understanding	Reading, Writing, Listening & Speaking for Literary Response & Expression	Reading, Writing, Listening & Speaking for Critical Analysis & Evaluation
09-10	68	70	68
08-09	96	96	n/a
07-08	87	91	n/a
S.M.A.R.T. Leadership Team Data Packet - New York © QLD. 2009 v9.0			

GRADES 6-8

MIDDLE SCHOOL Standards, Skills or Strands Data Matrices			
English Language Arts			
Percent Students Meets/Exceeds			
Skills, Knowledge, Concepts Analysis Data for ENGLISH LANGUAGE ARTS in Grade 6			
Year	Writing, Listening, & Speaking for Information & Understanding	Reading, Writing, Listening & Speaking for Literary Response & Expression	Reading, Writing, Listening & Speaking for Critical Analysis & Evaluation
09-10	61	67	n/a
08-09	88	88	88
07-08	71	75	72
Skills, Knowledge, Concepts Analysis Data for ENGLISH LANGUAGE ARTS in Grade 7			
Year	Writing, Listening, & Speaking for Information & Understanding	Reading, Writing, Listening & Speaking for Literary Response & Expression	Reading, Writing, Listening & Speaking for Critical Analysis & Evaluation
09-10	59	66	58
08-09	92	90	91
07-08	81	79	80
Skills, Knowledge, Concepts Analysis Data for ENGLISH LANGUAGE ARTS in Grade 8			
Year	Writing, Listening, & Speaking for Information & Understanding	Reading, Writing, Listening & Speaking for Literary Response & Expression	Reading, Writing, Listening & Speaking for Critical Analysis & Evaluation
09-10	71	70	78
08-09	80	82	83
07-08	62	64	65
S.M.A.R.T. Leadership Team Data Packet - New York © QLD. 2009 v9.0			

An analysis of the above ELA data by strand, collected over three years from 2007-08 to 2009-10, reveals that we have a noted weakness in the ELA strand: Reading, Writing, Listening, and Speaking for Critical Analysis & Evaluation. This data has led us to formulate our goal for writing with an emphasis on critical thinking.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Teacher teams will be provided time during common planning weekly, grade conferences monthly, faculty conferences monthly, and professional development half days (6 per school year beginning September 2011) to work collaboratively to decide upon the five main writing pieces that students are to complete for the year. This collaborative effort will provide teachers with a forum in which they may design lessons, share best practices for guiding students through this writing process, and ensure that the writing assignments are CCSS-aligned, are rigorous and meaningful, and engage higher-order thinking skills. Teachers may also share their best practices through inter-visitations, the use of critical friends, book club discussions, professional learning communities and collaborative inquiry work. Teachers will support students in their writing by implementing various strategies, including differentiated instruction, tiering, scaffolding, instructional technology, and “read-discuss-write” activities. Success in the 21st Century requires a high level of writing proficiency drawing upon non-fiction texts, thus the emphasis for the writing assignments will be using non-fiction to write highly analytical and critical pieces. Along with grade level text that the teachers will be provided with, they will receive professional development training for working with ELLs and SWDs by in-house staff, Ms. Brady-Price, Ms. Jimenez, and Ms. Scariano. The teachers will also receive support from Ms. Donovan, SESIS state specialist. Ms. Donovan will be working with them beginning October, 2011. She will be working with the special education teachers as well as the general education teachers, to guide them in working with students with disabilities. Ms. Brady-Price, Ms. Jimenez and Ms. Scariano will provide workshops for ELLs and SWDs. Ms. Brady-Price, Ms. Jimenez, and Ms. Scariano will co-teach and model in classrooms various ways to meet the needs of these subgroups.

In collaboration with our CFN Network, we showcase our students' progress with other schools in our network twice annually.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - Parent orientation sessions (which disseminate information about the curriculum and CCSS) are offered in each classroom in September.
 - Parent/Teacher conferences (planned and ad-hoc) provide a way for teachers and parents to engage in a dialogue about student progress pertaining to this goal.
 - In order to create a Home-School connection, the Parent Bulletin (issued monthly) provides parents with tips on helping their child at home.
 - Parent workshops are offered by the school on the curriculum and the CCSS and its application to the students' work.
 - The School and PTA website is updated with pertinent curricular information.
 - Parents are invited to school events throughout the year to share work and celebrate student learning and accomplishments.
 - Morning coffee with Principal Chory is held on a monthly basis – a place where parents may ask questions and express their thoughts and concerns about how we are meeting this particular goal.
 - All progress made toward this goal is shared with the School Leadership Team (SLT) which includes leaders in our parent community.
 - In collaboration with our CFN Network, we showcase our students' progress with other schools in our network twice annually.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

P.S./I.S. 187 engages in the selection of highly qualified staff. The teachers and administration form a hiring committee in early May and interview for intended vacancies which allows us the opportunity to find highly qualified teachers. Whenever possible, experienced candidates with Master's Degrees are selected. In order to encourage professional growth, the school regularly conducts ongoing staff development sessions to nurture their professional growth and increase teacher retention.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Program Name	Fund Source (i.e., Federal, State, or Local)	Amount Contributed to Schoolwide Pool
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Title I, Part A (Basic)	Federal	\$460,299
Title I, Part A (ARRA)	Federal	\$1,805
Title II	Federal	\$151,696
Title III	Federal	\$11,200
IDEA	Federal	\$5,507
C4E	Federal	\$88,487
Tax Levy (FSF)	State	\$3,477,344

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan. Funding for the ESL, and SWD's teachers comes from Title I, FSF.

98% of Title I SWP was spent on teacher's salary.
 100% of Title IIA Supplemental was spent on teacher salary.
 32% of CFN was spent on teacher salary.
 89% FSF funding was spent on teacher salary.

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

100% of the teachers who teach Social Studies will be trained in how to develop students' critical thinking skills. The Social Studies teachers will apply the CCSS writing rubrics to social studies writing pieces. By May of 2012, 100% of students will be able to cite source materials (primary and/or secondary) in support of their stated thesis. The thesis will be supported with relevant, developmentally-appropriate evidence.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Please note the 5th and 8th grade are no longer taking Social Studies exam; therefore we are basing this goal on past data.

Among 5th graders tested in 2010, the majority (80%) performed at levels 3 or 4 in social studies, but just a quarter got a 4, the highest score. Less than half of our 8th graders receive a 3 or 4 in social studies and only 13% receive the highest score (4). Our school-wide performance in social studies is below the state median.

Graphic 1. Social Studies Scores, 4th and 8th grades

Subject	3/4	4	Performance Index (100=state median)
Social Studies (grade 5)	80%	25%	88
Social Studies (grade 8)	48%	13%	70

65% of parents "agreed" or "strongly agreed" that their children's academic needs were being met in social studies school based needs assessment survey of parents, conducted in March/April of 2011. (of a 40% response rate). 27% of parents of children in grades K to 4 "disagreeing" or "strongly disagreeing" that their children's needs were being met in social studies, as compared with 12% of children in grades 5 to 8 ($X^2 = 7.22$; $p=.007$).

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Social Studies teacher teams will be provided time during common planning weekly, grade conferences monthly, faculty conferences monthly, and professional development half day(6 per year)s to work collaboratively to develop grade-appropriate writing assignments. This collaborative effort will provide social studies teachers with a forum in which they may design lessons, share best practices for guiding students through the writing process, and ensure that the social studies assignments are rigorous and meaningful, and engage higher-order thinking. Social studies teachers will support students in their writing by implementing various strategies, including differentiated instruction, tiering, scaffolding, field trips, projects, multimedia research projects, use of varied technologies, and “read-discuss-write” activities. Students will use a variety of engaging materials to support the New York State social studies curriculum including: textbooks, primary and secondary source documents, newspapers, magazines, on-line articles, works of art, and other documents or objects that may provide context when studying a topic in history or in current events. The special education teachers and ESL teachers will model strategies and activities that can be used in the classroom.

Strategies to increase parental involvement

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - Parent orientation sessions (which disseminate information about the curriculum and CCSS) are offered in each classroom in September.
 - Parent/Teacher conferences (planned and ad-hoc) provide a way for teachers and parents to engage in a dialogue about student progress pertaining to this goal.
 - In order to create a Home-School connection, the Parent Bulletin (issued monthly) provides parents with tips on helping their child at home.
 - Parent workshops are offered by the school on the curriculum and the CCSS and its application to the students’ work.
 - The School and PTA website is updated with pertinent curricular information.
 - Parents are invited to school events throughout the year to share work and celebrate student learning and accomplishments.
 - Morning coffee with Principal Chory is held on a monthly basis – a place where parents may ask questions and express their thoughts and concerns about how we are meeting this particular goal.
 - All progress made toward this goal is shared with the School Leadership Team (SLT) which includes leaders in our parent community.
 - In collaboration with our CFN Network, we showcase our students’ progress with other schools in our network twice annually.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

P.S./I.S. 187 engages in the selection of highly qualified staff. The teachers and administration form a hiring committee in early May and interview for intended vacancies which allows us the opportunity to find highly qualified teachers. Whenever possible, experienced candidates with Master's Degrees are selected. In order to encourage professional growth, the school regularly conducts ongoing staff development sessions to nurture their professional growth and increase teacher retention.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Program Name	Fund Source (i.e., Federal, State, or Local)	Amount Contributed to Schoolwide Pool
Title I, Part A (Basic)	Federal	\$460,299
Title I, Part A (ARRA)	Federal	\$1,805
Title II	Federal	\$151,696
Title III	Federal	\$11,200
IDEA	Federal	\$5,507
C4E	Federal	\$88,487
Tax Levy (FSF)	State	\$3,477,344

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

With the limited funds available, teachers' salaries will come from FSF, Title I funding which pay salaries and allow from common planning times. This funding allows for lead teachers that will model and give professional development during the professional development half days.

98% of Title I SWP was spent on teacher's salary.
100% of Title IIA Supplemental was spent on teacher salary.
32% of CFN was spent on teacher salary.
89% FSF funding was spent on teacher salary.

ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

By May of 2012, 100% of students will take part in hands on activities using the scientific method. They will be able to analyze and interpret data from both personal observation and external sources and share their results both verbally and in writing.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

In science performance, we found that the majority of 4th graders achieve either a 3 or a 4 on the state science tests and almost half get a 4. But, just 13% of 8th graders get a 4 on the science test.

Graphic 2. Science Scores, 4th and 8th grades

Subject	3/4	4	Performance Index (100=state median)
Science (grade 4)	81%	49%	88
Science (grade 8)	74%	13%	95

39% of parents of children in grades K to 4 “disagreed” or “strongly disagreed” that their children’s needs were being met in science, as compared with 19% of parents in grades 5 to 8 ($X^2 = 11.92$; $p=.001$).

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

We will continue to differentiate science instruction to meet the needs of our students. We will add more rigor to our current science curriculum in order to engage the students in higher order thinking and writing. We will do this by including hand-on experiments, use of instructional technology, and “read-discuss-write” activities in order to support the New York State science curriculum. Elementary

school science teachers were trained by Aussie Professional Development in 2009-2010 & 2010-2011. Training included application of the Socratic method. Teachers will be trained in scaffolding to meet the needs of students with disabilities and English language learning. The professional development will be ongoing from September through June 2012. The ELA AUSSIE professional development began in September and is twice a month until January. The Math professional development from the AUSSIE's began in October and is one day a week for eight weeks.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - Parent orientation sessions (which disseminate information about the curriculum and CCSS) are offered in each classroom in September.
 - Parent/Teacher conferences (planned and ad-hoc) provide a way for teachers and parents to engage in a dialogue about student progress pertaining to this goal.
 - In order to create a Home-School connection, the Parent Bulletin (issued monthly) provides parents with tips on helping their child at home.
 - Parent workshops are offered by the school on the curriculum and the CCSS and its application to the students' work.
 - The School and PTA website is updated with pertinent curricular information.
 - Parents are invited to school events throughout the year to share work and celebrate student learning and accomplishments.
 - Morning coffee with Principal Chory is held on a monthly basis – a place where parents may ask questions and express their thoughts and concerns about how we are meeting this particular goal.
 - All progress made toward this goal is shared with the School Leadership Team (SLT) which includes leaders in our parent community.
 - In collaboration with our CFN Network, we showcase our students' progress with other schools in our network twice annually.
 - Annual Science Fairs

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

P.S./I.S. 187 engages in the selection of highly qualified staff. The teachers and administration form a hiring committee in early May and interview for intended vacancies which allows us the opportunity to find highly qualified teachers. Whenever possible, experienced candidates with Master's Degrees are selected. In order to encourage professional growth, the school regularly conducts ongoing staff development sessions to nurture their professional growth and increase teacher retention.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

FSF and Title I funds will pay for PD, teacher salaries and the materials used. These funds will also be used to pay for substitute teachers.

98% of Title I SWP was spent on teacher's salary.

100% of Title IIA Supplemental was spent on teacher salary.

32% of CFN was spent on teacher salary.

89% FSF funding was spent on teacher salary.

Program Name	Fund Source (i.e., Federal, State, or Local)	Amount Contributed to Schoolwide Pool
Title I, Part A (Basic)	Federal	\$460,299
Title I, Part A (ARRA)	Federal	\$1,805
Title II	Federal	\$151,696
Title III	Federal	\$11,200
IDEA	Federal	\$5,507
C4E	Federal	\$88,487
Tax Levy (FSF)	State	\$3,477,344

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

With the limited funds available, teachers' salaries will come from FSF, Title I funding which pay salaries and allow from common planning times. This funding allows for lead teachers that will model and give professional development during the professional development half days.

98% of Title I SWP was spent on teacher's salary.

100% of Title IIA Supplemental was spent on teacher salary.

32% of CFN was spent on teacher salary.

89% FSF funding was spent on teacher salary.

ANNUAL GOAL #6 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #6

By June of 2012, 100% of math teachers will collaborate to create lessons, tasks, and assessments that are CCSS-aligned.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

For the 2010-11 academic year needs assessment, we analyzed data from several sources including the School Quality Review (SQR), School Report Card (SRC), English Language Arts (ELA), 2009-2010 Math and Science state tests, DOE-administered school learning environment (LES) survey and school-specific survey of parents.

On the 2011 math test, 72% met or exceeded standards in math. On the 2011 math tests, race/ethnicity disparities existed with between 80 and 95% of white students meeting or exceeding standards, as compared with 39 to 77% of Latino/a students.

We analyzed data across grades to look for differences in performance by grade. We found that poor performance in both ELA and math, defined as the proportion of children within the grade scoring below the target range¹, generally increases in both areas by grade, whereas high performance is flatter, remaining more or less constant throughout the grades. For example in math, in 4th grade, 23% fell below the target range in number sense; 21% in geometry; 21% in algebra; 23% in statistics. These proportions remain about the same in 5th grade, but increase to @30% in 6th, @38% in 7th, but then come back down to the mid- to high-20% in 8th grade.

High performance in math, defined as the proportion of children within the grade above the target range, is flatter, with between 41-44% above the target range in the various strands in 4th; 46-51% in 5th; 43-48% in 6th; 33-44% in 7th; 48-52% in 8th. So it seems that the top remains the top, more or less, but that the below target groups grow somewhat and the middle gets smaller.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,

¹ * What is the target range? Per the state, "The information below is based on the New York State Learning Standards. These standards describe what your child should know and be able to do at this grade level. Your child's performance on each ELA standard is presented below as a Standard Performance Index (SPI). The SPI estimates the number of questions your child would answer correctly if there were 100 items per standard. Your child's performance on each standard is compared with the SPI target range. A student scoring within the target range demonstrates the expected understanding of the standard. The target ranges vary across standards because some standards may contain more difficult items than others.

- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- d) timeline for implementation.

We will continue to differentiate math instruction to meet the needs of our students. In order to engage the students more effectively we will increase the development of higher order thinking skills in written tasks and class discussion. We will do this by including manipulatives, multi-sensory approaches, collaborative group work, use of instructional technology, and “read-discuss-write” activities in order to support the New York State math curriculum and the CCSS for math. Elementary school math teachers were trained by Aussie Professional Development in 2008-2009, 2009-2010 & 2010-2011. In the Intermediate School, from 2009-10, the teachers were trained by Math Solutions. In 2010-2011 I.S. teachers were trained as part of the Common Core pilot study. In 2011-2012 the intermediate school is continuing its training by an AUSSIE provider to continue its work in constructivist mathematical methods.

Strategies to increase parental involvement

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - Parent orientation sessions (which disseminate information about the curriculum and CCSS) are offered in each classroom in September.
 - Parent/Teacher conferences (planned and ad-hoc) provide a way for teachers and parents to engage in a dialogue about student progress pertaining to this goal.
 - In order to create a Home-School connection, the Parent Bulletin (issued monthly) provides parents with tips on helping their child at home.
 - Parent workshops are offered by the school on the curriculum and the CCSS and its application to the students’ work.
 - The School and PTA website is updated with pertinent curricular information.
 - Parents are invited to school events throughout the year to share work and celebrate student learning and accomplishments.
 - Morning coffee with Principal Chory is held on a monthly basis – a place where parents may ask questions and express their thoughts and concerns about how we are meeting this particular goal.
 - All progress made toward this goal is shared with the School Leadership Team (SLT) which includes leaders in our parent community.
 - In collaboration with our CFN Network, we showcase our students’ progress with other schools in our network twice annually.
 - Teachers of Everyday Math send home newsletters, and math games.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

P.S./I.S. 187 engages in the selection of highly qualified staff. The teachers and administration form a hiring committee in early May and interview for intended vacancies which allows us the opportunity to find highly qualified teachers. Whenever possible, experienced candidates with Master's Degrees are selected. In order to encourage professional growth, the school regularly conducts ongoing staff development sessions to nurture their professional growth and increase teacher retention.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Program Name	Fund Source (i.e., Federal, State, or Local)	Amount Contributed to Schoolwide Pool
Title I, Part A (Basic)	Federal	\$46,0299
Title I, Part A (ARRA)	Federal	\$1,805
Title II	Federal	\$151,696
Title III	Federal	\$11,200
IDEA	Federal	\$5,507
C4E	Federal	\$88,487
Tax Levy (FSF)	State	\$3,477,344

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

With the limited funds available, teachers salaries with come from FSF, Title I funding which pay salaries and allow from common planning times. This funding allows for lead teachers that will model and give professional development during the professional development half days.

- 98% of Title I SWP was spent on teacher's salary.
- 100% of Title IIA Supplemental was spent on teacher salary.
- 32% of CFN was spent on teacher salary.
- 89% FSF funding was spent on teacher salary.

ANNUAL GOAL #7 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #7

By May of 2012, 100% of students will be exposed to one or more art forms a minimum of once a week. The art forms may include, but are not limited to, visual arts, vocal music and instrumental music. In order to expose the students to additional arts experiences the "Friends of 187" have funded several art providers. Our goal is to maintain open communication and collaboration with these providers so that students get maximum benefit.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Between 60 and 65% of our parents agreed" or "strongly agreed" that their children's academic needs were being met in the arts according to our in house Parent Needs Assessment survey, conducted in March/April of 2010 (response rate of 40%). We found that, in terms of academic achievement, over 80% "agreed" or "strongly agreed" that their children's academic needs were being met in reading, writing and math. This difference in proportions was statistically significant ($p < .05$).

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Grades K-4 will receive visual arts once a week, offered in 12 week cycles. Additionally in Kindergarten the "CityKids Art" will provide a ten week residence in visual arts instruction which combines a study of art masters and specific art experiences. Grades 5-8 will receive visual arts 1-3 times a week. Grade 8 students will have the opportunity to participate in a visual arts prep class if they are applying to specialized visual art high schools. Grades 4 through 6 students explore various aspects of architecture in the context of social studies.

Grades K-4 will receive vocal or general music instruction 1-2 times a week. Grade 5 will be offered instrumental music instruction 1-2 periods a week and Grades 6-8 will receive music instruction 2-3 periods a week. Grade 8 students will have the opportunity to participate in an instrumental prep class if they are applying to specialized music high schools. Eighth grade IS students will have assistance developing portfolios for high school applications.

In grade three the students are exposed to a ten week drama residency provided by Y.A.N.Y., which connects story telling, acting and folktales.

To ensure open communication and ongoing collaboration with these programs, we are implementing an assessment process. We have

scheduled pre-meetings with all providers, allocated professional development time for them to meet with the teachers, and implemented a check point after fourth and final sessions. The goal of this assessment process is to ensure this is best use of these funds to benefit our students.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - Parent orientation sessions (which disseminate information about the curriculum and CCSS) are offered in each classroom in September.
 - Parent/Teacher conferences (planned and ad-hoc) provide a way for teachers and parents to engage in a dialogue about student progress pertaining to this goal.
 - In order to create a Home-School connection, the Parent Bulletin (issued monthly) provides parents with tips on helping their child at home.
 - Parent workshops are offered by the school on the curriculum and the CCSS and its application to the students' work.
 - The School and PTA website is updated with pertinent curricular information.
 - Parents are invited to school events throughout the year to share work and celebrate student learning and accomplishments.
 - Morning coffee with Principal Chory is held on a monthly basis – a place where parents may ask questions and express their thoughts and concerns about how we are meeting this particular goal.
 - All progress made toward this goal is shared with the School Leadership Team (SLT) which includes leaders in our parent community.
 - In collaboration with our CFN Network, we showcase our students' progress with other schools in our network twice annually.
 - Parents are invited to school events Art and Music shows in grades K, 1&2, 3&4, 5-8.
 - Parents are invited to culminating activities from YANY, Marquis, City Kids Art
 - Students are work is displayed throughout the building.
 - School-a-Palooza
 - Jazz Concert
 - Family Nights featuring art and dance activities.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

P.S./I.S. 187 engages in the selection of highly qualified staff. The teachers and administration form a hiring committee in early May and interview for intended vacancies which allows us the opportunity to find highly qualified teachers. Whenever possible, experienced

candidates with Master's Degrees are selected. In order to encourage professional growth, the school regularly conducts ongoing staff development sessions to nurture their professional growth and increase teacher retention.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Friends of 187, a 501c, has contributed over \$60,000 worth of funds for enrichment in the arts programming and f-status teachers to increase the arts.

Program Name	Fund Source (i.e., Federal, State, or Local)	Amount Contributed to Schoolwide Pool
Title I, Part A (Basic)	Federal	\$460,299
Title I, Part A (ARRA)	Federal	\$1,805
Title II	Federal	\$151,696
Title III	Federal	\$11,200
IDEA	Federal	\$5,507
C4E	Federal	\$88,487
Tax Levy (FSF)	State	\$3,477,344

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

With the limited funds available, teachers' salaries will come from FSF, Title I funding which pay salaries and allow from common planning times. This funding allows for lead teachers that will model and give professional development during the professional development half days.

Friends of 187, a 501c has contributed over \$100,000 to support programming in the arts. Out of the three full time arts teachers, two of them are totally funded by FSF, and the third is funded: 84.99% FSF, 14.66% CFN and .35% SSS.

98% of Title I SWP was spent on teacher's salary.

100% of Title IIA Supplemental was spent on teacher salary.

32% of CFN was spent on teacher salary.
89% FSF funding was spent on teacher salary.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

Identified groups of students who have been targeted for AIS, and the established criteria for identification include:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K	13	13	N/A	N/A	3	0	1	0
1	15	15	N/A	N/A	1	0	2	0
2	20	20	N/A	N/A	3	0	2	0
3	15	15	N/A	N/A	3	0	1	0
4	8	3	3	2	1	0	2	0
5	4	4	2	3	1	0	1	0
6	7	4	4	3	4	0	2	0
7	10	6	2	3	3	0	2	0
8	10	6	6	4	4	0	2	0
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	Academic intervention is provided in small groups (15- 20 students) twice a week after school in 50-minute sessions. In Grades K-3, the Foundations program is used to develop phonemic awareness, phonics, and fluency. In other grades, the type of program/strategy used varies depending on the needs of the students. AIS is also delivered during the day by Reading Specialists who service small groups in each grade during the Literacy block.
Mathematics	Academic intervention is provided in small groups (15- 20 students) twice a week after school in 50-minute sessions. The type of program/strategy used varies depending on the needs of the students. Some teachers also elect a tutoring activity for their one menu period a week, which is used to focus on their neediest students.
Science	Academic intervention is provided in small groups (15- 20 students) twice a week after school in 50-minute sessions. The type of program/strategy used varies depending on the needs of the students. Some teachers also elect a tutoring activity for their one menu period a week, which is used to focus on their neediest students.
Social Studies	Academic intervention is provided in small groups (15- 20 students) twice a week after school in 50-minute sessions. The type of program/strategy used varies depending on the needs of the students. Some teachers also elect a tutoring activity for their one menu period a week, which is used to focus on their neediest students.
At-risk Services provided by the Guidance Counselor	The Guidance Counselor provides small group counseling and individual counseling to address emotional, peer, and family issues that arise and impact the students in the school setting. She gives information regarding resources in the community that are available for further assistance. Where necessary, she provides counseling or referral to outside resources. Services are provided before, during, and after school.

At-risk Services provided by the School Psychologist	The School Psychologist makes recommendations based on testing (and observation) using psychometric exams for special education services. We also use the services of an outside consultant from New York Presbyterian Hospital for family and individual therapy.
At-risk Services provided by the Social Worker	The school Social Worker works with both the School Psychologist and Guidance Counselor to provide services as stated above. The Social Worker is also a member of the School Based Support Team to coordinate and monitor the services provided to students.
At-risk Health-related Services	Not applicable.

